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ABSTRACT

This publication describes 97 classroom activities that employ the newspaper as an aid for teaching language arts skills. The activity ideas are grouped according to four categories: creative writing (ideas for writing such pieces as news accounts of events in stories and poems, letters to the editor, and reviews of books and television programs); working with words (activities that teach such skills as skimming, vocabulary development, spelling, and punctuation); speech and discussion (ideas for such activities as reading news stories aloud, discussing human-interest stories, and conducting interviews for jobs advertised in the classified section); and "potpourri" (a wide range of ideas for learning about the newspaper, creating newspaper columns, class newspapers, and advertising layouts, and developing communication skills). (GW)

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THE NEWSPAPER IN YOUR CLASSROOM

"QUICKIE" IDEAS

Third Edition

By Joy Lindner

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about the author

"The IDEA is the thing."

This third edition of QUICKIE IDEAS is testimony to the truth of that saying.

When Joy Lindner invited a newspaperman from a leading Oregon daily to make a classroom presentation in 1969, little did she anticipate that her creativity as a teacher in the Tigard (Oregon) schools would spark her rapid entry into the writing-publishing field.

She was urged to record her ideas. Having tested these ideas in the classroom, she produced QUICKIE IDEAS, a fine work tool for teachers. This revised edition features new ideas as well as illustrative material.

As the wife of a university professor, the mother of three children, and a full-time teacher, Joy still finds time to present workshops for school districts and newspapers throughout the United States.

The ideas she presents in these pages are varied, expandable, and adaptable for students of virtually every grade level.

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introduction

Almost every teacher is looking for new and different ways to present the "same old stuff." The purpose of this booklet is to give the classroom teacher some hints, suggestions, and ideas for using the newspaper as an aid, as a tool for more stimulating and effective teaching.

The items are a framework on which you build, according to your own talents. In other words, as you read and plan, think about your strengths, your capabilities, and your interests as a teacher. The result will be happier students and a more successful teacher.

The key to the most effective use of this booklet lies in the following phrases:

1. TO START YOU THINKING IN TERMS OF YOUR OWN CLASSROOM SITUATION:
An idea appeals to you because you feel it could be used at your grade level. Perhaps, for example, you enjoy poetry and present it well. Then that item is for you. Try it. Decide how you can best present it and what you will expect your students to do with it.

2. TO SIMPLIFY:
If an item appeals to you but seems too complicated for your grade level, "fix it up" to meet the needs in your classroom.

3. TO EXPAND:
If an idea appeals to you but appears too simple, add to it, augment it into a workable idea for your grade level.

4. TO USE A CLASS PROJECT:
Some ideas are best used when everyone does the same basic activity.

5. TO USE FOR INDIVIDUALS:
One newspaper, one child. Give him his personal project to do. No one else in the class is doing exactly the same thing.

6. TO THROW OUT:
Your attitude will reflect the results in any activity you present. If you're excited, chances are your students will be excited too. If an item doesn't appeal, don't even consider it.

BIG IMPORTANT NOTICE!

So the first thing you must do is GET THAT NEWSPAPER INTO YOUR CLASSROOM! Ask your principal. If there's no money in his budget, go to your Parent-Teacher organization. Or have students conduct a bottle drive, paper drive, candy sale, magazine subscription sale --- anything to make money.

Be patient but persistent. Expose many students to the newspaper. A classroom set could go to Mrs. Smith, the social studies teacher, every Monday; Mr. Jones, the English teacher every Tuesday and on down the line. Or Mrs. Smith for a week, Mr. Jones for a week and on around. For elementary schools: a fourth grade class on Monday, the fifth grade on Tuesday --- any way it would work in your school.

Start with at least one classroom set depending on the size of your school. And it works to use one newspaper for every two students.

A morning newspaper or an evening newspaper? That depends on you. I would suggest, however, using the newspaper that you personally read.

It's the best supplementary textbook you can find.

creative writing

1. Here are a few creative writing ideas using the newspaper as the kick off:
   Write an essay or story on an item in the newspaper that made you feel sad, happy, concerned...
   Write a character sketch on an interesting figure currently in the news.
   Write a newspaper account (straight reporting) of some significant (or insignificant) event in your family life.
   Write a news story from an uncaptioned picture in the newspaper.

2. Find a car ad with a picture in the newspaper. Save the sections that advertise the auto show when it comes to your area. Save the section that advertised all the new makes and models. Discuss the words that describe the model, style, coloring. Then ask students to write on the subject: What Model Are You?

   The following example, written by an 8th grade girl, is very short. It should give you an idea of what can happen.

You would probably call me a Volkswagen. I just sort of putt around trying to keep up with the flashy sports cars or hot rodders. I'm not a heap of junk even though some other models consider me one. I'll admit I have my breakdowns once in a while, but in the long run I get real good mileage, and my body is trim, neat, and has a good paint job. I have a powerful engine under my hood, but nobody knows it. I could just pass them all up, if I had the nerve.

   Variation: A fearless teacher will allow students to write about him or her. It's simply amazing what you find out about yourself. Try it if you're not afraid of the truth.

3. Watch a TV program and write an evaluation as a critic. Set up criteria in class by which the program is to be judged. Compare some of your ideas with those that appear in the newspaper.

4. Attend a play or movie and write a critical review. (One presented within the school is always good. Student critics tend to be a bit harsh. Emphasize the positive viewpoint with this activity.)

5. Write a book review - newspaper style. Limit the number of words or page space. Emphasize that words must be carefully selected to get ideas across. The teacher will have read aloud some of the children's book reviews that have appeared in the newspaper. Send some of the children's work to your local newspaper every time you do this activity. (One day, the editor will print one of your students' book reviews merely because you have been so persistent! And think what it is going to mean to that one child.)

6. Choose a single event in history.
   a. Write a straight news account of it.
   b. Write a feature story or a story with a human interest angle.
   c. Write a letter to the editor about it.
   d. A cartoon, a classified ad, anything else...

   Possible subjects: Paul Revere's ride
   The discovery of the Columbia River
   The meeting of Montezuma and Cortez

7. Find pictures that might tell a good story. Have kids write a caption. Emphasize that the whole story must be under the picture since there is no other printed story connected with it. Use the 5 W's (who, what, where, when, why). Compare their story with the original caption.

   Variation: Write a "could happen" or "way out" ridiculous caption. These are much fun to display or read aloud.

   Variation: Pretend any newspaper photo is a cartoon. Some students enjoy writing cartoon quips. Encourage the activity by allowing wall space to display them. If only 3 or 4 kids enjoy this activity, that's fine. They'll keep the others chuckling for weeks.

8. Encourage student writing for your own school-parent newsletter. A guaranteed byline for the student whose story is selected, produces instant reporters --- even if thay can't spel right write!

"SANDY SOILS"

--By MICHELE SMITH

Sandy (Soils) came to our class Tuesday, February 27.

We met Sandy at Outdoor School. He taught us about soil.

When he came Tuesday he brought some plants with him. He gave the plants to our classroom. He also had an award for his best pal and sweetheart. Kathy Bell and Eddie Ford won.

He showed us how to make a lot of stuff. He also brought us Snicker bars.

TIMELY TUALATIN TOPICS

Tualatin Elementary School

6,000 VIEW TUALATIN ART

DONATION TICKET SALE

"SANDY SOILS"

9. Students write their own obituaries. It isn't as horrendous as it sounds. Death is part of life. This subject is a discussion generator, believe me. Although the written obituary is usually quite short, simple, and objective, the thought that comes before the writing is often serious and revealing to the student himself.

10. Choose one item from the classified ads that you would like to have more than anything else. Clip the ad, and write why you would like the item.

11. From a discussion in class, the use of pesticides, for example, have some students write a straight news report. Have a few students write a report slanting on the "con" side. Have others write the report slanting on the "pro" side. Compare and discuss.

12. Write a newspaper account of "Snow White," "The Three Bears" ... Students enjoy reading them aloud. The headlines for these stories are excellent vocabulary builders.

13. Are you having a poetry unit? Write a straight news account of a poem like "The Highwayman," or "The Charge of the Light Brigade." It's a challenging writing project for those who are capable. Other students prefer simply to enjoy reading the results.

14. Create a poem based on a front page story or some feature in the newspaper. Picture stories provide excellent poem subjects. Try different forms...limerick, haiku, diamante, ballad...

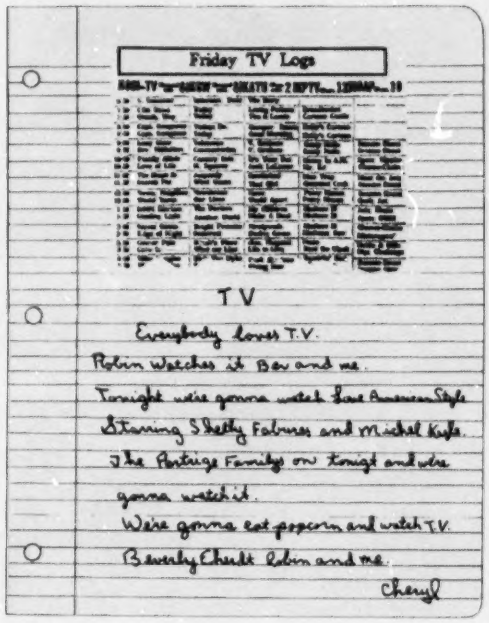
HOW ABOUT A CINQUAIN?

A cinquain is a five line poem which follows a formula. (Pronounced sang'kane) Cinq is a French word meaning five.

Line 1 Theme (subject) one word only
Line 2 Description of subject (adjectives or a phrase)
Line 3 Development (anything allowed here)
Line 4 Opinion (feeling about the subject)
Line 5 Impact line (sometimes synonym of the theme line) one word only

The following examples of cinquains were written by 6th and 8th grade students:

Highway	Fire
Long black snakes	Good and evil
Gobbles up the innocent	Warmth and comfort
Cradle of the careless	Desolation and destruction
Death	Power
Cinquains	Brothers
Five lines	Hideous blobs of protoplasm
Must follow the formula	Totally useless baggage
Boring and stupid	Who needs 'em
Ugh!	Love


Friday TV Logs
TV
Everybody loves T.V.
Robin watches it Bev and me.
Tonight we're gonna watch Love American Style
Starring Shelly Fabres and Michael Kyle.
The Partridge Family on tonight and we're
gonna watch it.
We're gonna eat popcorn and watch T.V.
Beverly Cheek Robin and me.
Cheryl

Work one out on the board with students to show them how. It's amazing the immediate response. The front page of the newspaper (or any page, really) gives subjects for those who claim they can't get started.

Another way to use the cinquain is to have them choose a newspaper story they like and tell the story in cinquain form.

Variation: Line 1 - one word
Line 2 - two words
Line 3 - three words
Line 4 - two words
Line 5 - one word

This variation sometimes limits too much, but some students like the challenge.

15. Duplicate a newspaper story excluding the lead. Ask students to write the lead including the 5 W's (who, what, where, when, why).

Variation: Rewrite the lead in five different ways. Start with who first; start with what first; start with where first...

Note: You may or may not give them the headline of the story.

16. Read a headline. Without reading the story, and in one sentence, have students write what they think the main idea of the story will be.

17. For one week, note the names of people who figure most prominently in the front page news. In a short paragraph, have students tell what one person has done to receive the coverage.

18. Find an item in the Personals column of the classified section. Have students write in story form the events that lead up to the placing of the ad in the newspaper. Limit the story characters only to those people mentioned in the ad. This helps give direction to their writing.

IMPORTANT: Obviously these items must be selected with care as to story possibility and good taste. The grade level for which the activity is used is most certainly a vital consideration in the selection.

Examples: "Gene, please call. I'm so worried."
"Bill, thank you so much for the gift. It made me so happy."

Variation: Use an ad from the Business Personals.

Example: "Forget your clock, I'll wake you up. Kathy's Wake-up Service. 236-XXXX

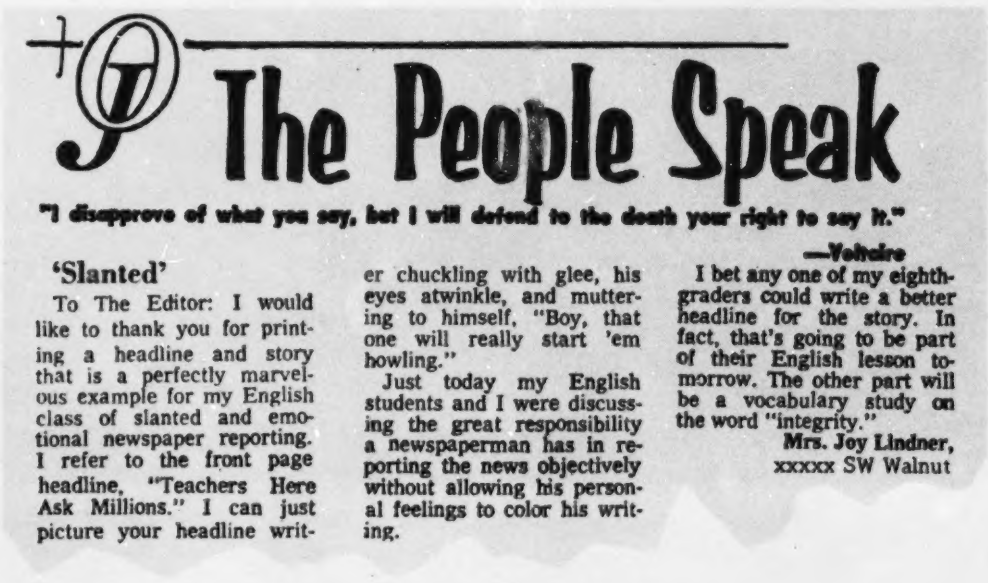
Write a physical description of Kathy. What is her "situation"? How and where does she live? What kind of person would want a job like hers? What was her motivation in starting her business?

or: Describe Kathy's morning. (In writing or with a short skit)

or: Write two or three short "situations" concerning people who might use Kathy's service.

Note: The teacher can actually call Kathy and find out all about her. If Kathy turns out to be an interesting person, send some of the stories to her.

19. You are the teacher. You're supposed to know it all. So write a letter to the editor yourself. Kids will figure if you can get yours printed, it shouldn't be so hard for them to get theirs printed either. Be persistent. Keep trying!



The People Speak

"I disapprove of what you say, but I will defend to the death your right to say it."
—Voltaire

'Slanted'

To The Editor: I would like to thank you for printing a headline and story that is a perfectly marvelous example for my English class of slanted and emotional newspaper reporting. I refer to the front page headline, "Teachers Here Ask Millions." I can just picture your headline writer chuckling with glee, his eyes atwinkle, and muttering to himself, "Boy, that one will really start 'em howling."

Just today my English students and I were discussing the great responsibility a newspaperman has in reporting the news objectively without allowing his personal feelings to color his writing.

I bet any one of my eighth-graders could write a better headline for the story. In fact, that's going to be part of their English lesson tomorrow. The other part will be a vocabulary study on the word "integrity."

Mrs. Joy Lindner,
xxxxx SW Walnut

20. As a class, write a letter to the editor on a subject that has been discussed in class. SEND IT!

Variation: Encourage individuals to write. SEND THEIR LETTERS -- the letters that make sense, that is.

Get an animal

To the Editor: Too many youths are mixed up in drugs. My suggestion is to get an animal. Of all the people I know that raise animals (goats, horses or dogs) none of them to my knowledge are hooked on drugs. Owning and caring for animals teaches you responsibility.

LESLIE MORROW,
SW Boones Ferry Rd.

21. Are there more good or bad things written about teenagers in the newspaper? For five days, survey the whole newspaper and clip every story about teenagers. Have students write comments about their findings. They should use facts and opinions in their written observations. (Good project for two or three students.)

22. Create a short play based on a newspaper story, picture, or feature. Plan the action, but create dialogue on the spot. (Several groups can do this activity in one fifty minute period.)

23. Rewrite a newspaper story using SUBJECT-VERB sentences only. Students should read the whole story through so they can get the idea of proper sequence and detail before retelling.

Watch out! They'll want to use adjectives. A kid told me once that he finally learned what an adjective really was by doing this project. He couldn't use adjectives, but the dang things kept creeping in. By having to get rid of the adjectives, he understood what they were.

Do not limit the vocabulary to that of the original story. That can only stifle writing. Encourage creativity by using dramatic words, suspenseful words.

Swimming Victim 'Critical'

CORVALLIS (UPI) — Eric Boedtker, 14, Corvallis, was in critical condition Thursday morning after being submerged in the Willamette River more than 20 minutes Wednesday afternoon.

The Benton County sheriff's office said Boedtker dived from the Oregon State University crew barge and was swimming in the river when he appeared to have some sort of difficulty and went under water.

It was more than 20 minutes before he could be rescued. Deputies said he was not breathing when he was pulled from the water.

David Butler, 17, Corvallis, administered mouth-to-mouth resuscitation and heart massage. Boedtker resumed breathing before he was taken to Good Samaritan Hospital.

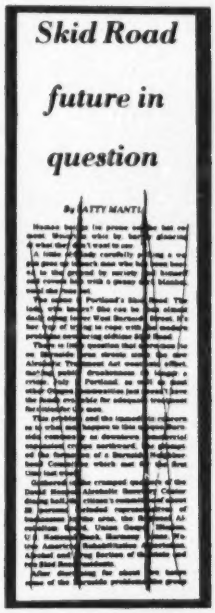
Sun shines
River beckons
Boy dives
Trouble occurs
Youth sinks
Minutes pass
Breathing stops
Brother rescues
Resuscitation administered
Heart massaged
Breathing starts
Ambulance arrives
Patient lives

24. The student pretends he is a columnist. He may choose the type of column he would like to write if he were hired by a newspaper. Write the column each day for one week. Stick to the subject area. He should use opinions, but emphasize that opinions are based on fact. (Boys like to be sports columnists because they get a chance to express their opinions on the latest events and still fulfill a possible homework assignment.)

working with words

25. Skim one story of a newspaper. List main ideas or facts. Reread to see what was lost in skimming. One child can prepare a quiz beforehand. DON'T TAKE GRADES.

Variation: Cross out or cover the outer thirds of one wide column of print. The student skims the middle third of the column and then answers questions posed to him by his partner. ----------


Skid Road
future in
question

Variation: With felt pen, black out every fifth word in a newspaper story. Can the reader still understand what is being said? The kids work in pairs, prepare this activity, trade, skim, and then test each other.

Variation: Select one page of the newspaper. You ask a question. See who can find the answer first by skimming. The front page is fine, but pages with ads are fun too. (You can do this right off the top of your head, you know.) Using student leaders, try this activity for five minutes a day for two weeks. The skimming skill improves!

26. Headlines are helpful in teaching the use of a thesaurus. Choose a headline with a "strong" verb or adjective. Substitute that word with a word of lesser or greater degree. If kids can't think of any (and they rarely can) show them the thesaurus. How does the new word change the meaning or tone of the headline? Purpose, of course, is to enlarge vocabulary so one can choose the exact word to describe one's exact meaning.

Example: **BOMB BLAST WRACKS PORTLAND CITY HALL** Substitute shakes or levels

27. Words DO WHAT THEY SAY. Prove it. Choose a newspaper story and illustrate as many of the words as possible. The newspaper offers a wider variety of word choices than when everyone uses the same textbook. The higher the grade level, the more sophisticated the drawings.

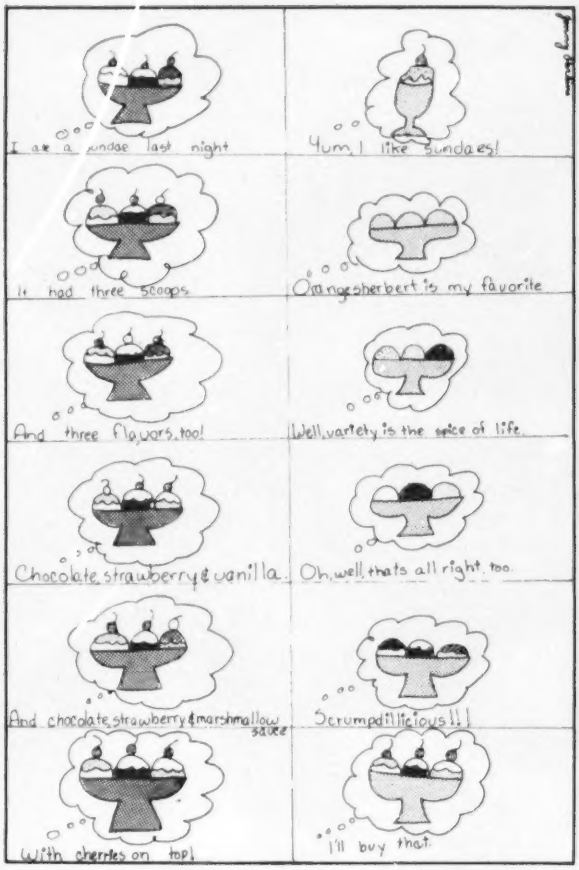
Note: This is hard --- for the first five minutes! The challenge is in working with the letters. No fair writing LOVE and just drawing a heart around it.

28. WHAT'S THAT YOU SAY?

Use comic strip balloons to enclose the MENTAL PICTURES or thoughts of the two people who are speaking together. The words one says do not necessarily convey the picture the speaker intends.

The concept here, of course, is to communicate effectively. The problem and challenge is to state the exact thought by using the exact words that will do the job. (No doubt you've heard the phrase, "I know it, but I can't explain it.")

The drawing part of this exercise is usually the motivation. To save yourself hassle, it's really best to prepare a sample for the students to see before they begin. ----------▶


I ate a sundae last night
Yum, I like Sundaes!
It had three scoops
Orange sherbert is my favorite
And three flavors too!
Well, variety is the spice of life.
Chocolate, strawberry & vanilla
Oh, well, that's all right too.
And chocolate, strawberry & marshmallow sauce
Scrumptiliciously!!!
With cherries on top!
I'll buy that.

The project can be as short as three steps to effective communication. Some students, however, enjoy playing around with eight or ten steps before they finally get together.

Students can work singly or in pairs; it makes little difference.

29. Watch for those special features that appear in newspapers regularly - - features handling subjects that could fit in your curriculum. Read the feature together. Discuss the information. Develop vocabulary if necessary. Is it possible to relate the implications of the feature to the personal lives of students?

For example, one day a full-page feature appeared in the paper that dealt with the problem of shoplifting. Kids know about that, you know, and there isn't much found in the textbooks about it. Since the shoplifting problem is so broad, we limited our examination to simply finding the facts about shoplifting and determining opinions about the problem. I am convinced much learning occurred that day.

30. Find one new word in a newspaper story. Use that new word at least once in your writing or speaking during the week. Draw a big blue circle around it. You might offer prizes (yes, bribes) for those students who do so. (M & M's, jelly beans, and lemon drops work wonders. Kisses from the teacher---Hershey variety---cause hysteria but produce results!)

Have students clip several newspaper stories, features or pictures that deal with their particular hobby or career interest. Only one classified ad item is allowed. In each article, underline vocabulary words that are related to their hobby or career. Prepare the findings for bulletin board display. (This activity, of course, must be done over a period of weeks. Might be a good extra credit project.)

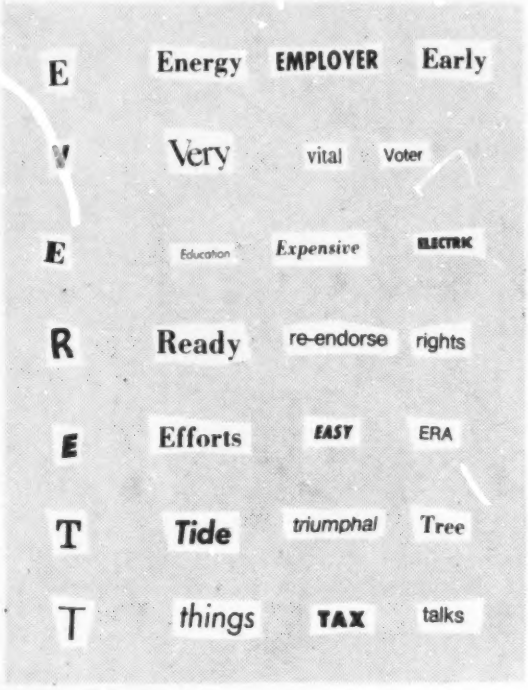
31. Study an editorial. Underline facts in red. Underline opinions in blue.

32. Vivid words and expressions are found in sport story headlines. Develop a list. Examples: New York Dumps Boston, Dodgers Crush Giants, Red Sox Edge Cardinals -- outshine, trample, blast, outlast, stop, bounce, upset, tames, top, pelt, trim, lead, sweep, clout, win, outslug, nudge, maul...(Are these "winning" words or "losing" words?)

Students respond: "...so to me, most of the words I found were losing words. They sound sad. If I were "chewed" by someone, I'd be sad."

"...it's a hard question. It all depends on your point of view. If my team won, it's a winning word, if we lost, it's a losing word."

33. TAKE YOUR TOWN - Find letters that spell out the name of your city or town. Glue them down the left hand side of a 12 x 18 piece of construction paper. Find words in the newspaper that start with each letter in your town's name. Words should describe your town. ----------→


E Energy EMPLOYER Early
V Very vital Voter
E Education Expensive ELECTRIC
R Ready re-endorse rights
E Efforts EASY ERA
T Tide triumphal Tree
T things TAX talks

YOUR WORD'S WORTH - Primary through junior high people enjoy writing classified ads describing a lost pet. Limit: ten words.

Lost
German Sherperd
One ear flops. His's name
is dooper dog Call 624-6189

Prepare a POSITIVE, COMPARATIVE, SUPERLATIVE poster using newspaper pictures. Label Good, Better, Best or whatever.

HAPPY

HAPPIER

HAPPIEST

Prepare a newspaper activity kit full of ideas for your substitute to use - - just in case. Believe it, it's saved the day more than once for me.

34. Headlines advertise the story to follow. Scan a page of a newspaper. Tell which headlines catch your eye. Why? Could be style of type, position on page, or interest catching.

35. Have students clip and select stories of interest to them. Separate story and headline. Then match headlines to the correct story.

36. Thanksgiving, Happy Birthday, Valentine's Day, Christmas or whatever, primary children shop in the grocery ads for that very special dinner --- displayed in the appropriate form. ---------→

37. One day take a spelling lesson from one newspaper story that has generated interest. Study, discuss, and take the test that very day. (Breaks the monotony of the spelling book. Hard words always emerge.)

38. Find examples of variety in sentence openings in news stories, such as startling statements, quotations, prepositional phrases, usual noun-verb patterns...

Variation: Everyone use the same story. Rewrite the lead.

Variation: Read aloud to the class a startling statement opening sentence. Then stop. Each child finishes the story his own way. Compare with the original.

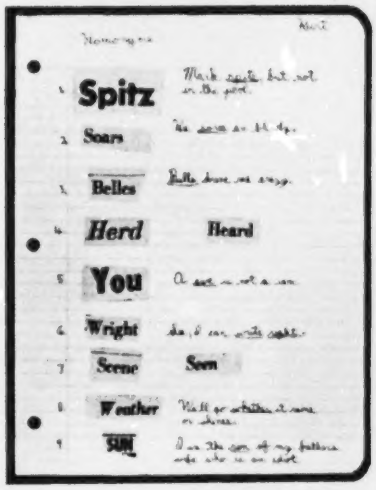
39. Teach spelling demons using the newspaper. No doubt you have a pet list for your own grade level and subject area.

col**O**r Feb**R**U ary d**O**E s
sep**a**r A te Lib**R**ary calend**A**r

As they hunt, cut, and paste, they THINK -- hopefully.

40. Check oral reading of reluctant readers by having them choose a newspaper story to read aloud to you personally, at your desk, with no one else listening. Reading a newspaper is adult stuff, not baby stuff.

41. Reinforce grammar-English lessons by having students find examples in the newspaper of noun phrases, types of determiners, verbs of being, appositives, complement after be, proper nouns, four kinds of sentences, compound sentences, complex sentences, homonyms, compound words...(Whatever you're working on in this area, you'll find in the newspaper.) ----------



42. Find and clip examples of punctuation illustrating the rules being studied. Mount on construction paper. Head with a card giving the rule involved.

and	it	do
no	**The**	this
all	day	if

43. Little ones enjoy playing Newspaper Tic Tac Toe by finding their spelling words in the newspaper. Offer gummed stars or some other little prize for each win.

44. Keep a file on one or two comic strips for two weeks. Discuss sequence, language patterns, episodes, purposes, etc. Bonus: Teach direct quotation using the comic strips. Everything that appears in the "balloon" must have quotation marks around it. Students write one comic strip in paragraph form. Paragraph at each change of speaker.

Variation: Back a comic strip with tag board. Clip the pictures apart and put in an envelope. Students try to arrange them in the proper sequential order. Use the Sunday edition because the comics are so colorful.

Variation: Clip the last picture of a comic strip. Throw it away or hide it. Students write and/or draw the concluding scene.

45. In rewriting a newspaper article, remove all the capitalization and punctuation. Have students rewrite, punctuate, and capitalize in the correct places. The story or article you select must be of high interest for this grisly project. Kids can exchange papers and proofread. (Try it yourself if you wish, using this newspaper feature story on Little League.) ----------

the tigers first batter in the second inning walked on the next pitch he lit out for second slide screamed the coach slide the kid reached the base safely in a massive cloud of dust whereupon a woman in the stands leaped to her feet and screamed dont get your uniform dirty

in the third inning after the first two giants had walked the tigers coach hollered the plays at third then at the top of his voice he added you all know what that means all around the infield heads nodded and the coach wiped his forehead

46. Look in the classified section. Write a letter of application for a job that is advertised. Have students state their qualifications and ask for an interview. Naturally, the letter must be in proper business form.

speech and discussion

47. Present an oral improvisation of a story clipped from a newspaper. Could have one or two a day until you get around the class. Good opener. May start discussion, may not. A clever teacher can sometimes use these story points as a lead into the day's lesson.

    Variation: Try creative drama. This sometimes involves several students for one story. Dialogue is created "on the spot."

48. Plan and conduct a daily newscast over the school intercom. Three minutes in length is enough. Use items of interest around the school besides one or two items from the daily newspaper. Items from the hometown weekly are particularly good. Excellent individual project. You'll never lack for volunteer newscasters. (For students who need extra practice, let them play with the cassette tape recorder before their big performance on the intercom.)

49. Two individuals may read the same story aloud for different effects. Shows how news can be "slanted" through voice interpretation, facial expression, etc. (Good way to show advantage of reading newspaper rather than being informed exclusively by TV.)

50. Have the student write a newspaper style account of "The Tortoise and the Hare" as if the student were a reporter covering the event of the big race. (Boys who can think of nothing but sports like this one.) The student may use any other literary character or event that might interest him. Include a headline.

    Variation: With a partner, students might create an interview. One plays the newspaper reporter, one may be the tortoise. They can use any angle, straight news or feature type depending upon the characters or events they choose.

NOTE: Why "The Tortoise and the Hare"? For motivation! The tortoise and the hare interview always turns out to be a comedy. The kids enjoy watching it and are motivated to try something like it themselves.

51. The "silent language" can be taught with newspaper pictures showing the importance of facial expressions in communication. Examples: grief, surprise, anger, happiness... (Can lead to a discussion and activities about kinetics, or body language, as a form of communication.)

52. Find a good "human interest" story. It's interesting to see where this leads in group discussion. If the human interest story is about an animal, the kids always have stories to tell about their pets. Human interest stories about people bring out a lot of personal feelings. A good story with a picture is even better. Overtones of group counseling here.

53. Read and classify editorials according to purposes such as to inform, to argue, to educate, to explain, to entertain, to praise, to attack, to defend...Great discussion possibilities here. Do you agree or disagree with the editorial? Is your opinion based on fact? What makes an editorial different from a news story, a feature story, a daily column?

54. Compare an editorial with a news story on the same subject. Was the news explained in any way? Was the editor's opinion expressed? Who decides what stand the newspaper shall take on an issue? Should the news media have this much influence on the public?

55. Choose several social problems that are currently being covered in the newspaper (local political situation, the crisis at the zoo over the bears, vandalism in the park, drug related crimes, ecology...)
Form groups of no more than 5 students for each interest group. The group discusses, researches in the newspaper as to facts and opinions relating to the problem. Consider both "pro" and "con" arguments. Interview adults and other students. The group is to agree on one possible course of action which they feel would be a logical step toward the solution of that problem. One group member reports orally to the rest of the class. (Often two or three groups choose the same problem to discuss. It's most interesting to hear the different ways of solving the same problem.) Compare student solutions with the ones reported in the newspaper.

56. Examine a Sunday edition. Discuss several special Sunday features. Why are they included? Why is this edition on Sunday rather than on Tuesday? Why is the classified section so large?

57. Select TV programs to watch on a certain evening using the TV schedule in the newspaper as a guide. Encourages selectivity.

58. Several students apply for the same job that is advertised in the classified section of the newspaper. One student becomes the "boss". He interviews each applicant. Advanced preparation needed here on the part of both teacher and students. The interviewer must set up certain qualifications for the applicant to meet. He must have his questions prepared.

59. Pretend you have a scheduled interview with _____?_____. What questions would you ask? Role-play it.

60. Compare the coverage of the same story or event by a big city newspaper and your local weekly. How is the story presented in each? Why does the local paper probably give more space to the item? (The local paper may give the story front page coverage including a photo, while the big city daily may just print a small news item tucked away on an inside page. Often the local paper includes a feature or human interest angle.)

61. Have a child find a political or historical cartoon. Tell why it is significant or why it is humorous. Explain what characters are represented and explain the situation or background.

Variation: Some students have the talent and inclination to draw their own cartoons concerning national or local events. Cartoons using your own school happenings or controversies as the subject are particularly motivating.

Every once in a while you'll find a budding cartoonist. Encourage him by giving him a little space on the bulletin board or even the wall if necessary. He'll keep your room decorated, and it will give him a feeling of self-worth.

62. Search for stories, features, editorials or pictures that illustrate the following basic truths:

Stranded Whale Saved, Brought to Seattle

BY ERIK LACITIS

Bobbing in and out of the water, braying their distinctive honking sounds, the seals at the Seattle Marine Aquarium tried hard yesterday afternoon to take a look at their new neighbor.

The 15-foot killer whale in the adjoining tank seemed unper- bed at the nois all the m

his trip. save the sick and They don selves oth

Dr. Th a ma narian to O the

Charges Planned In Deaths Of Horses

BOISE, Idaho — (AP) — A Bureau of Land Management official said yesterday the investigation of the deaths of wild horses stampeded over a 200-foot cliff in Idaho during a roundup appears to headed for criminal pr cution

Man is helpless against nature
Man is not helpless against nature
Man has a "human interest" in animals
Man is determined to succeed
Man loves to laugh
Man loves children and babies
Man is interested in the strange or unusual
Man is kind
Man is cruel
Man has courage

Clip the example and present orally. (It is possible to get around the class in a 50 minute period although often the class gets hung up on some discussion point.)

NOTE: Develop your own basic truths with your students. What is basically true for one student may not be so for another. (This is one of those THINKING lessons that are so hard to develop. Believe me; wonderful things can happen with it.)

63. A "special" speaker for your class might be a man from the circulation department of your newspaper. Ask for a "feature" type presentation of mayhem and mishaps in the circulation department. Naturally he explains the process of circulation as he tells his anecdotes. How about a photographer? A reporter?

"potpourri"

64. List and locate all places named on the front page. Sometimes kids must go to the atlas to find them.

    Variation: See how many states are mentioned in one issue of the newspaper. Someone may want to carry it further and see how many days it takes to mention all 50 states.

    Variation: How many different countries are mentioned in one issue of the newspaper.

    You can introduce the function of the DATELINE with these activities.

65. Students love to create their own one-sheet newspapers in lieu of an approaching social studies or science report. Once they get over the main hurtle, LAYOUT, the project becomes pure creative joy.

The Sabig Chronicle
Young Schoolteacher Tries Her Luck on High Prarie
To all Dutch farmers of High Prarie:
Roelf Poole- Famous sculptur has Returned to His home on the High Prarie.
Obituary:
Marriages:
Births:
Invest in Bonds

    The layout problem can be solved in less than ten minutes. Use the front page of any newspaper that has a "busy" make-up and at least one large picture. Staple white butcher paper over this whole front page. Put both up to the window and draw in lines, outlining the columns where photos, stories, headlines, and the name of the newspaper would go. (No words -just lines) Unstaple the newly outlined white sheet from the original newspaper. You should have a professional layout all ready for student-written stories, student-drawn pictures, and student-created headlines.

    Students can change layout too to fit their need for cartoons, classified ads, or cross-word puzzles.

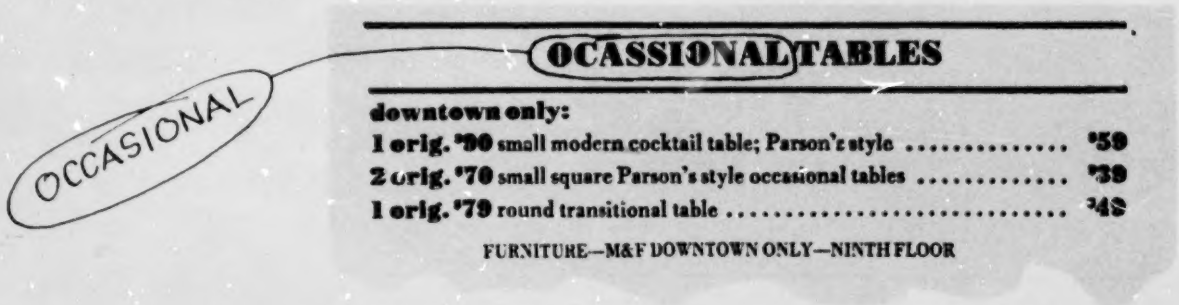
    HINTS TO HEED: (I learned the hard way!)

    1. No more than 4 to a group.
    2. If a person wants to do his exclusively, let him!
    3. Natural leaders become editors. Sometimes each person in the group does his own writing of the story, the printing of it on the page, and the headline for it. In some groups, they recognize each other's talents and one writes <u>all</u> of it, one prints <u>all</u> of it on the page, and one does <u>all</u> of the art work.
    4. DO NOT TYPE. The paper should be hand written or printed. This technique fills a lot of space in a hurry. It keeps stories short, and frustrated, would-be writers happy. The project moves because the end is in sight.

    Variation: Marvelous way to make a <u>book report</u>. (See illustration) A clever seventh grader taught me this lovely idea.

66. Rewrite the horoscope to fit the atmosphere and situation of your classroom or school. Good individual project for some student who has the inspiration and the inclination.

67. Look for and clip proofreading errors. Show how they should have been corrected. Discuss and qualifications of a good proofreader. What are the advantages of being a good proofreader? Do proofreaders work only at newspapers?


OCCASIONAL
OCASSIONAL TABLES
downtown only:
1 orig. '80 small modern cocktail table; Parson's style $59
2 orig. '70 small square Parson's style occasional tables $39
1 orig. '79 round transitional table $48
FURNITURE—M&F DOWNTOWN ONLY—NINTH FLOOR

The boy who found this one was ecstatic and commented "You just hardly never find 'em in headlines do ya'!"

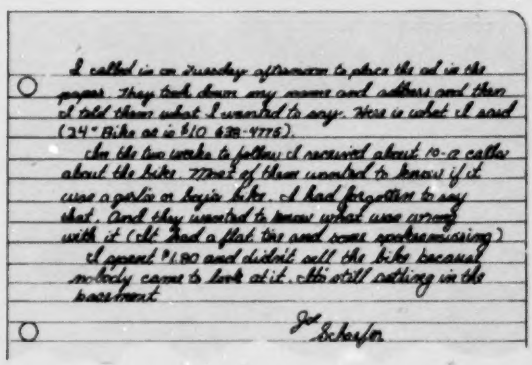
68. Clip ten articles on pollution. Ask a student if he discovered types of pollution other than air or water pollution. List the types of pollution he found and the number of stories dealing with each type.

Write two paragraphs: a. How he feels pollution is or has or will affect him personally.

b. What he as an individual can do about it.

Note: Heated class discussions have started with this activity. A boy once found a letter to the editor on pollution of the mind. That subject really got us going!

69. Individual students place a real classified ad in the local newspaper. Parents must give permission to sell the item. Have reports on responses to the ad, the cost, profit, loss.


I called in on Sunday afternoon to place the ad in the paper. They took down my name and address and then I told them what I wanted to say. Here is what I said (24" Bike or is $10 638-4776).
On the two weeks to follow I received about 10-a calls about the bike. Most of them wanted to know if it was a girls or boys bike. I had forgotten to say that. And they wanted to know what was wrong with it (It had a flat tire and some spokes missing) I spent $1.80 and didn't sell the bike because nobody came to look at it. It's still setting in the basement
Joe Schafer

70. Bring news clippings and identify the 5 W's (who, what, where, when, why) in each story. Identify the "lead". A sixth W is called a WOW! A WOW uses a startling statement as the first sentence of the story.

71. Select one aspect of the news, weather, for example. Follow it through for one week or so -- weather reports, weather stories, weather charts...Create bulletin boards. This encourages daily use of the newspaper.

Variation: Use one current news story. Follow it through day by day. Have students find background material about the people or location of the story. Follow their leads in discussing the information. Note how the story moves from the front pages of the newspaper to the inside pages and finally disappears.

72. Display the front page of the newspaper and a world map on the bulletin board. Each day one student selects what he considers to be the five most important stories of the day. With colored yarn and pins, he connects the front page story to the location on the world map. Individuals sign up in advance to accept this responsibility.

73. Kids think that history is the past. Show them that history is also NOW. Ask two or three students to clip what they think are the five most important stories that appear on the front page each day. Put the stories in a folder. At the end of one month, have the class decide whether some of these -- and which ones -- will be mentioned in history books in the year 2050. Is history being made now?

74. Assign daily newspaper clipping for the social studies class. Mount and file this reference material with at least one cross reference. A cardboard box with colorful contact shelving paper makes an excellent classroom reference file. (Isn't it amazing the number of kids who think the encyclopedia is the only reference book.)

This activity works just as well for reference material on new scientific discoveries, drug education, famous people, careers, history, safety, recreation.....You name it, the newspaper will probably cover it. Use magazines and periodicals too.

Be particularly aware of special historical features that are often printed in newspapers. One junior high school teacher changed his approach to teaching the Civil War when the local newspaper printed a series of heretofore unpublished letters written by a Union soldier to his family back home. Features such as this are the rule with most newspapers rather than the exception.

75. Discuss display ads. Clip or draw examples of the following ways that advertisers get people to buy a certain product. (Use examples from magazines and TV as well.)

basic ad	Show the package and the brand name.
"famous people say..."	People like to use the same thing as the person they admire.
youth appeal	"That's where it's at, baby!"
symbols	Jolly Green Giant.
statistics	We took a survey.
romantic appeal	Everyone else will think you're gorgeous or handsome if you use it.
humor	If the joke is funny enough, you'll remember the product.

76. Do an advertising "layout" for anything the student might like to sell. Consider artwork, slogans, type of print, size, and color. Display

77. Conduct a speed drill in finding materials through the use of the newspaper index.

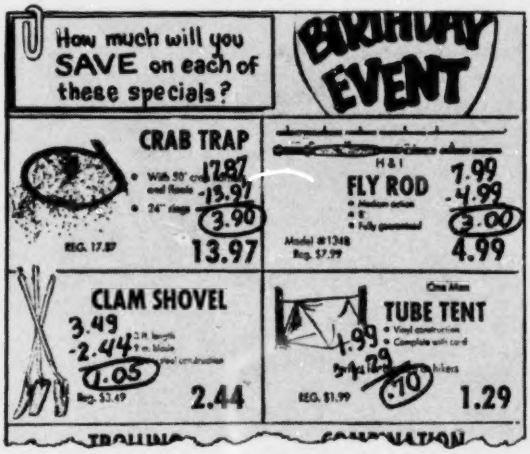
78. Perhaps the following list of words might be helpful as a starting point for one of your ideas?

plan	construct	define	operate	present	question
read	analyze	contrast	illustrate	use	perform
write	tell	formulate	express	review	describe
categorize	locate	identify	challenge	develop	support
calculate	generalize	compare	observe	recite	discover
copy	relate	show	apply	interpret	classify

To be specific: COPY - a photo caption practicing your best penmanship.
DESCRIBE- a photo orally to class members without them seeing it.
LISTEN - to a radio news broadcast item and then...
COMPARE - the amount of information given in the newspaper to...
SUPPORT - one of your pet opinions using a newspaper item.

79. Plan a meal choosing foods mentioned in a grocery ad. Itemize each product purchased and the cost. Total the bill. How much change from a $20 bill?

Variation: There must be thousands of them! How about individualizing math instruction using the newspaper? The sample illustrates a special lesson in subtraction already made up for you. ----------



80. Don't forget the value of good old pleasure reading. Allow kids some relaxing time with their newspapers.

81. Compile a list of abbreviations found in the newspaper. Good project for one or two kids. At the end of the week, they report and explain. Keep adding to the list on the bulletin board. (FBI, UPI, ABM, AP)

82. Develop a learning package using the newspaper.

Learning packages:
...are individualized so the student works at his own ability level and rate of speed
...are self-instructional
...give the student a choice in the activities he performs
...allow the teacher to play the role of resource person

Learning packages should include: a concept
a purpose or two
learning objectives
learning activities

Any item in this booklet can be used as a learning activity. (So you see, your learning package is practically finished since the learning activities are the bulk of the work!)

83. Produce a small newspaper for the primary grades in your school. Vocabulary is important in this project plus the illustration aids for the larger words that must be used. Type on a primary print typewriter and run off on newsprint. Stories can be short -- sometimes two or three sentences.

Variation: Two or three bright students can do this on their own. They are the reporters, make-up men, printers, the whole "shebang". Limit time on the project. Deadline, you know!

84. Compile a newspaper booklet. Students must know something about the newspaper before they can work effectively with it. From September through Christmas, do different activities using each item on the list. In January, put a booklet together. Working one 50-minute period a day, it takes about 3 days to complete.

Directions: Clipped examples of the following items should appear in your newspaper booklet. Label each example.

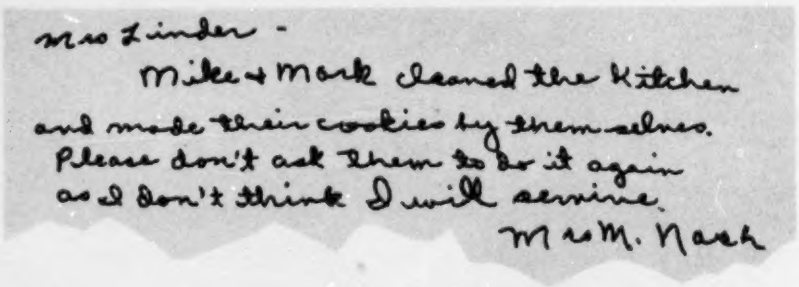
1. An international news story
2. A national news story
3. A regional news story
4. A local news story
5. A picture story
6. A human interest story
7. An editorial
8. A "Letter to the Editor"
9. The masthead
10. A two column, two-bank headline
11. A one column, three-bank headline
12. A story with a by-line
13. A small ad (box type)
14. A classified ad
15. A cartoon (not a comic strip)
16. Horoscope or crossword puzzle
17. Some vital statistics
18. A story, ad, or review about local entertainment
19. A column (written by a columnist)
20. A recipe or story on homemaking
21. A radio or TV schedule
22. The index
23. A sports story
24. A story about weather or a "boxed" weather report
25. An item about church news or a story found on the financial page

The teacher preparation, introduction and presentation of this project is vital for its success. You just can't say, "Now kiddies, we are going to make a newspaper booklet." Preparation must begin months in advance. Keep your check list handy, and mark an item off when you discuss it. The child must have motivation, direction, and some understanding before the booklet becomes a pleasant and meaningful experience for him. This done, the process of putting the booklet together takes care of itself. The main objective with this activity is to teach organization. "There is an orderly, logical way to attack a project, dear students, and you DON'T MAKE THE COVER FIRST!"

1. Find and label the item in your newspaper.
2. Clip and save each item in an envelope. A folded, stapled piece of notebook paper works.
3. Paste and label on notebook paper.
4. Number the pages.
5. Write the table of contents.
6. Prepare a title page.
7. Create an attractive cover -- LAST!

Note: This is one way to organize. Next project the child decides how he will organize. The skill has been taught. Keep the project in your classroom. DON'T spread out in the cafeteria.

85. Look for a recipe in the newspaper -- preferably cookies, pie, cake, or some other kind of "goodie." If this idea appeals, have someone prepare the food and serve it to the class. If this activity must be graded, guarantee an "A" if the student brings a note from home saying the kitchen had been cleaned spotlessly after the project. (Public relations, you know, and it always brings a laugh.) Kids like to work in pairs on this one. Introduce the vocabulary word "palatable."

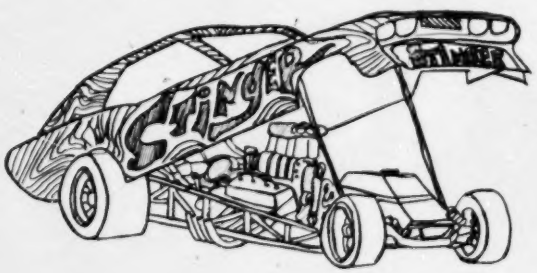

Mrs Linder -
Mike + Mark cleaned the kitchen and made their cookies by themselves. Please don't ask them to do it again as I don't think I will survive.
Mrs M. Nash

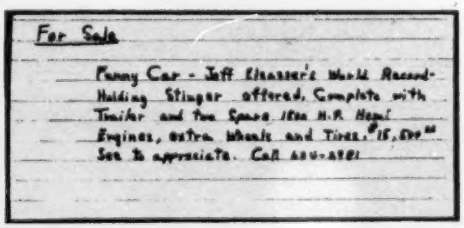
86. Compile a list of ways the newspaper can be used after it has been read. Second Time Around could be the title.

87. Visit a newspaper plant and/or have a newspaperman visit your classroom. Invite the local high school newspaper photographer to cover the event. If nothing else, his presence adds glamour.

    Variation: (And better yet!) Borrow the school camera, or have a few students bring their own. Take tons of photographs of the students in action. Enlarge the good photos. Create a flashy bulletin board with black and white glossy prints. The students write the captions -- newspaper style. It will be the best bulletin board of the year because, as one of my 8th graders once stated, "...the subjects in the pictures are so absolutely marvelous."

88. Draw a "funny" car. Write a classified ad to accompany it.




For Sale
Funny Car - Jeff Eberger's World Record-Holding Stinger offered. Complete with Trailer and Two Spare 426 H.R. Hemi Engines, extra Wheels and Tires. $15,000.00 See it appreciate. Call 555-4781

89. Work the crossword puzzle in the newspaper. Can be done as a class project when everyone has the same paper. Or duplicate one and work it together. (Fearless students may have 24 hours to research a word that stumps the class. If they fail, they pay some dire penalty.)

90. Write a "Little Known Facts" column. Can be done with small groups. (For some strange reason, this activity usually ends in a "Trivia" column, but it's fun.) Allow bulletin board space to add new items as they are discovered.

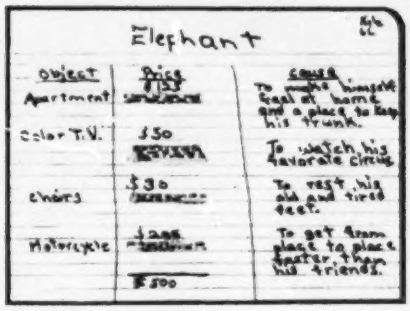
91. Students write a classroom column based on Dear Abby or Ann Landers type of material.

Variation: Each student writes a letter. He needn't sign his own name. Exchange, and another student writes an answer in the Abby or Ann style. Exchange again. Each student then has a problem and an answer to read aloud to the class.

Variation: The teacher reads a letter aloud. Each student writes his answer to the one letter. Read aloud and enjoy hearing all the different ways to solve one problem.

92. Do you want to learn something about your new students in September? "Give" them $500. each. Send them to the classified section of the newspaper to choose items they would most like to have. List the item, the cost, and a sentence or phrase stating the reason for their choice.

Variation: Give them $500 to buy items for a famous personality - i.e., the President of the United States, a movie star, a sports figure, a political figure, a literary figure...List the item, the cost, and the reason the person would need it. ------


Elephant

Object	Price	Cause
Apartment		To enable himself to eat at home, and a place to keep his trunk.
Color T.V.	$50	To watch his favorite circus
Chairs	$30	To rest his old and tired feet.
Motorcycle	$200	To get from place to place faster than his friends.
	$500	

Example: Cinderella

Item	Cost	Reason
Three cords of cedar fireplace wood at $20 a cord	$ 60	To have a change from that awful coal smell
A Manolta lens camera, 200mm with a hood, filter and case	$ 85	To snap a shot of the coach so people would believe it
A Slim Gym	$110	To help her get the proper type of exercise
Wedding dress and veil Size 12	$ 60	Just in case
Grandfather clock, antique English, 1840, solid mahogany	$175	So she can listen to it strike midnight and not get hysterical
Used 6-year crib, Good condition	$ 10	It's bound to happen

Note: Since the eighth grader who wrote this example had only $10 left to spend on her last item, she discovered the Bargain Corner of the classified section.

The project also turns into a beautiful speech activity when students read them aloud to the class.

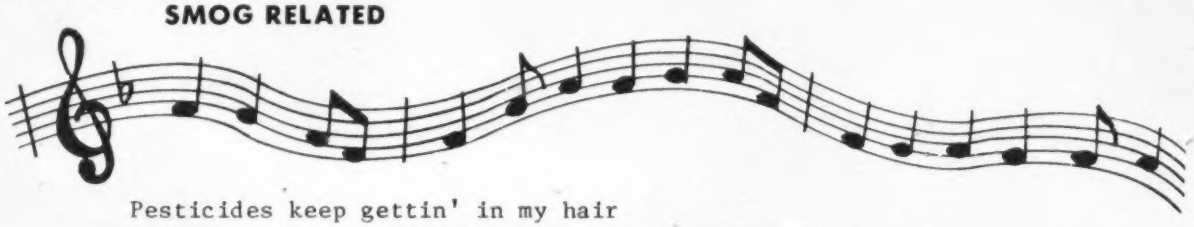
93. Create a song using a newspaper story as a basis for the lyric. Select a news, feature, picture, or human interest story that has high interest in your grade and subject area. Choose a familiar tune. Individual students may write the newspaper story in verse form to fit the melody. Roll the piano in, find a guitar, use the auto-harp, or sing a capella. Sing it a couple of times, laugh, and forget it! (If this activity catches on, you may be singing newspaper songs every day for a few weeks.)

Variation: If the story is covered again the next day in the newspaper, write a second verse, and a third, and a fourth...

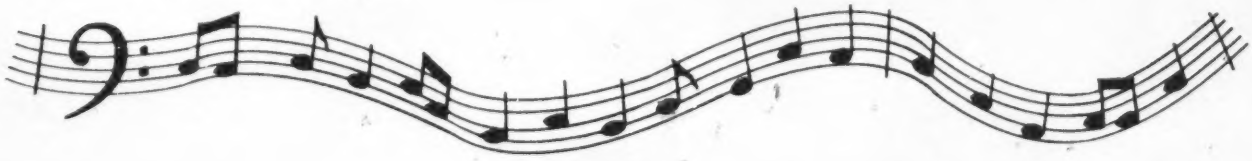
Variation: Kids enjoy doing this in pairs or in small groups of no more than four. Each person in the group can write a verse. They may accompany themselves -- sometimes even dress up. Be sure the lyrics are written on the board or duplicated so the class members may sing it at least once.

Note: This is a kind of thing that is either a screaming success or a dismal failure. For groups that get "fired up", the enthusiasm lasts longer only if the songs are new. (Today's newspaper, today's story, today's song creation!)

Example: Tune: "Raindrops Keep Fallin' On My Head"

Headline: **YOUTH'S DEATH SMOG RELATED**

Pesticides keep gettin' in my hair
And just like the guy who tried to take a breath of air
He didn't last long
Cuz, smog and pollution got in his lungs
But there's one thing I know:
The stuff they send to fill us, will kill us
It won't be long 'til relatives step up to "will" us
Pesticides keep gettin' in my hair
And the people are beginning not to care
They think it's a big joke
But I'm never gonna stop the smog without help
It's not all right
Our air is up tight.

Composers:

Two smiling, proud sixth grade boys

94. Conduct a "Who Am I?" game based on persons recently in the news. (No more than one week at a time and for only a few minutes, or it palls.) Can limit to front page personalities. Promotes scanning front page at least.

95. Create a collage of faces clipped from the newspaper. Display.

Variation: One girl did a collage of animals. It took her a long time though.

96.

R	A	B	C	O	B	I	T	U	A	R	Y	D	E	F	G	H	I	J	K	L	M	S
E	A	S	T	U	V	Y	H	M	A	F	E	D	C	O	L	U	M	N	C	B	A	D
P	B	A	W	A	X	I	L	R	N	Z	G	H	A	I	J	K	H	N	G	E	F	A
O	C	S	D	E	J	K	T	O	G	R	S	U	P	J	L	I	A	O	D	E	D	P
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T	E	I	D	F	E	A	T	U	R	E	H	Y	I	E	A	D	T	T	A	U	O	Q
E	F	G	F	E	W	R	B	A	P	K	O	N	O	X	B	O	K	A	B	Y	S	R
R	G	N	G	S	S	T	T	A	E	B	T	C	N	D	R	L	Z	L	U	W	A	B
R	H	M	S	H	P	U	C	I	R	J	O	E	D	X	C	Y	I	U	L	V	U	T
Q	I	E	E	I	A	D	D	V	S	C	O	O	P	F	G	S	X	C	L	R	S	T
P	R	M	N	J	P	D	E	M	O	I	W	G	E	F	H	Q	V	R	E	Q	U	I
P	J	T	I	K	E	N	A	G	N	I	N	H	H	Z	P	R	O	I	T	O	P	B
O	L	L	L	M	R	O	D	E	A	A	E	G	A	R	E	V	O	C	I	N	M	Y
N	A	N	D	O	P	V	L	W	L	X	E	F	Y	M	S	T	P	Z	N	L	T	L
M	C	P	A	Q	Q	R	I	V	I	D	A	E	R	F	O	O	R	P	J	Y	K	I
L	O	B	E	A	T	T	N	C	T	B	G	H	K	N	U	V	B	C	P	H	I	N
K	L	R	H	S	S	U	E	W	Y	D	I	J	L	O	W	A	D	E	E	F	G	E

Work the puzzle. Words are listed forward, backward, up, down, and diagonal. Newspaper vocabulary found in the puzzle includes the following words:

advertising	lead
newspaper	coverage
caption	photo
assignment	local
reporter	publish
editor	byline
column	bulletin
deadline	ads
feature	beat
extra	obituary
scoop	headline
circulation	type
proofread	press

Variation: Students can create their own puzzles using their own vocabulary. Use grid paper.

Variation: Puzzle words may be used as a spelling lesson too.

97. Have you tried an oppoword story? Many words in English contain smaller words within them. An oppoword uses the opposite of the little word inside a regular word. Rainstorm might become sunstorm or raincalm. Became could turn into bewent. How about together into tobringher.

The newspaper plays a minor but important part in the activity. The newspaper is used only as an aid to build an oppoword vocabulary. The students skim columns looking for oppoword possibilities. Build a possible vocabulary on the board together. The variety of subject matter in the newspaper helps create a diversified list of words. The object, of course, is to write a unified paragraph on some specific subject.

Example: An oppoword paragraph can be a stopling outcident for stusmooths. The paragraphs can cause a trewomandous downroar of laughter when read asoft. Poor readers are not footicapped in this standuation once they undersit. Holinight oppoword paragraphs are wholeicularly fun to do.

98. Prepare a ME, MYSELF, and I collage using words or photos in the newspaper that might fit the child's personality, likes, dislikes -- anything that might describe him. Leave his name off; have the others guess WHO. This one is an excellent instant room decoration project the first week of school.

Variation: Try a collage with a single theme - i.e., Happiness, War, Disaster*, Home. ---------

*The pictured example represents two 8th grade boys' version of disaster.